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The Usage of Critical Pedagogy in The Teaching of Literature: A Case of Grade 11 English Home Language Classrooms in Pretoria, South Africa

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ABSTRACT Critical pedagogy is central to the holistic development of teaching and learning. The usage of this pedagogical approach aids in the delivery of efficient and effective lessons in literature. This study is underpinned by the interpretivist lens and adopts the qualitative approach to explore the usage of critical pedagogy in the teaching of literature in Grade 11 English Home Language classrooms in Pretoria. Purposive sampling was used to select three schools, six teachers, and 24 learners for this study. Interviews with teachers and questionnaires with learners were used as research instruments for this study. The findings of this study reveal that teachers do use critical pedagogy and this was supported by the interviews with teachers and questionnaires with learners. This study recommends that teacher training should reflect the fundamentals of critical pedagogy to ensure that teachers are equipped with the tools to incorporate critical pedagogy in literary teaching.